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of the usual preparatory course". That is, the author takes for granted that all the more elementary and fundamental principles have already been appropriated by the high-school senior or college freshman, an assumption which is, unfortunately, quite unwarranted. Even if these students can explain with some degree of facility the Latin which they translate, yet when it comes to the writing of Latin the simple basic facts of grammar must again and again be thrust upon their mental vision, until they become willing to cast aside their beloved misty indefiniteness for concrete formula and scientific accuracy. What they especially need at this stage of their progress is a general survey of the field which for three or four years they have been cultivating bit by bit—and how often one parcel of ground grows waste and wild as soon as the nonchalant agriculturalist proceeds on his way to the next! A composition book of this grade, therefore, should treat Latin syntax synthetically; like constructions should be grouped together by means of outlines and summaries, and some attempt should be made to correlate the vagaries of the moods and tenses. Professor Elmore, however, has adopted no such method. To each chapter, as introductory to the exercises, he doles out a scanty and comparatively unsustaining amount of grammatical pabulum, omitting the simpler constructions and such larger themes as word-order, indirect discourse and the ordinary forms of conditional sentences. The grammatical contents of some of the chapters are as follows: the indefinite second person; personal pronouns (*ego* and *nos*); the dative of reference and the ethical dative; the *cum*-clause of reason and adversative clauses; general conditions of fact relating to past time.

The vocabulary of the exercises is to a great extent that of the Latin authors read early in the college course. It is greatly to be regretted that the vowels are not marked. If we believe, as most of us do, that no teaching of Latin can be thoroughly satisfactory which disregards vowel-quantity, then the wonderful opportunities which composition offers for training in this particular must be fully utilized: the prose book, like the grammar, should have the long vowels carefully indicated. Moreover, this vocabulary is exceedingly concise, far too concise for adequate service or accuracy. Still one may explain this defect by understanding that it is intended to be merely suggestive, and that the student works with his Harpers' close beside him. Finally, to venture one more criticism on this part of the book, the Latin of the vocabulary and the foot-notes is not always the best or even a good translation of the English word or phrase to which it is assigned. For example in the sentence (page 6), "It is natural, then, to find that he makes use of Plato's thoughts in this book which he addressed to Atticus", *deceit*

is clearly an inaccurate rendering of "it is natural", and *inscribo* (the best choice of the words given in the vocabulary), is not the most suitable translation of "address". Undoubtedly it is haste rather than lack of judgment which is responsible for such slips as these.

In the subject-matter of the exercises Professor Elmore has shown no small amount of ingenuity and originality. Some idea of the nature of these may be obtained from these titles (for which the reviewer is responsible): The Pleasures of Writing Latin; Books, Bores, and the Autocrat of the Breakfast Table; Earthquakes, ancient and modern; Shall the business man live in the country?; Letter-writing; Newspapers; Birthdays and Eulogy of Lincoln; Civic Reforms; A Dinner Party; Physical Exercise; Pleasures of College Life; Vacation is Approaching; Crops, Weather, and General Gossip; War; Immortality. Such live topics certainly must prove more attractive to the ordinary student than the usual musty re-hashings of certain worn-out classical themes. Reminiscences of Latin life and letters, however, season the somewhat commonplace modernity of these little essays, and there is now and then a touch of humor—sometimes conscious and sometimes not. The length and degree of difficulty of the exercises seem to be well calculated. On the other hand, when these exercises are actually written out by a class, it will be found that the teacher will need to give an unusual amount of attention to the securing of connected, smooth Latin. Otherwise the student will simply reproduce the comparatively detached, primer-like style of the English, a disaster to be most strenuously guarded against. It would doubtless relieve the monotony of these exercises, sprightly as some of them are, to insert here and there throughout the book selections of moderate difficulty from the English classics.

If, then, the teacher will supply the necessary synthetic grammatical review, insist on the marking of long vowels and the constant use of a large Latin dictionary for the purpose of supplementing the vocabulary, and finally, both by precept and example accustom his pupils to write Latin in well-constructed, graceful periods, this book may be used with great pleasure and profit. Unfortunately, there is neither table of contents nor index.

SYRACUSE UNIVERSITY.

HAROLD L. CLEASBY.

THE PITTSBURGH CLASSICAL ASSOCIATION

The Classical Association of Pittsburgh and Vicinity met December 4 at 10.30 A. M. in Duff's Business College. After minutes and general business Professor Hamilton Ford Allen, of Washington and Jefferson College, was introduced. Professor Allen's subject was Positions Taken by the Ships in the Battle of Salamis. He presented arguments to prove that the battle did not take place within the straits between Salamis and the mainland, but that the Persian ships lay with their left on Salamis and

their right on the mainland, with their line of battle broken by the island of Psytaleia, and that the battle was fought in this position.

This entertaining and instructive paper was discussed by Professor H. S. Scribner of the University of Pittsburgh.

A Reading from Horace, Book I, Ode 9, was delightfully given by Mr. William Douglas of Shady-side Academy.

Ancient, particularly Greek and Roman, History in the Secondary School, was presented by Principal William L. Smith of the Allegheny High School. Principal Smith said the function of Greek and Roman History in the Secondary School should be cultural and disciplinary rather than informational. In speaking of the time it should be taught, Mr. Smith said it should be later rather than earlier in the course, and that the plan of treatment should be broad and general rather than specific in detail.

This good talk was the subject of enthusiastic discussion by Professor Adams of Shady-side Academy and Professor Ullman of the University of Pittsburgh.

Current Educational Literature was introduced by the Secretary. Byrne's Syntax of High School Latin was discussed.

The President had a pleasant surprise for the Association and its guests—a display of some rare old books which lovers of the Classics like to handle. Among these were some of the original Delphin editions.

The Association received invitations from Duff's Business College and the University of Pittsburgh to hold its regular meetings in their respective buildings. The Association voted to hold the January meeting in the University. Professor Allen gave us a cordial invitation to hold one meeting in Washington and Jefferson College at Washington, Pa. We hope to accept this invitation in March.

On motion the secretary was instructed to write a history of the Classical Association of Pittsburgh and Vicinity and send it to THE CLASSICAL WEEKLY.

The Association was happy to receive word that Dr. Paul Shorey of the University of Chicago will be present to address its meeting on April 30, 1910.

On motion the Association adjourned to meet January 22, 1910, in the University of Pittsburgh.

N. ANNA PETTY,
Secretary-Treasurer.

Carnegie, Pa.

THE CLASSICAL CONFERENCE AT SYRACUSE

Coincident with the annual meeting of the Associated Academic Principals, December 27-29, at Syracuse, occurred the annual conference of the New York State Classical Teachers' Association, December 28. There were two sessions; both were well attended; besides nearly one hundred classical teachers from various parts of the state not a few of the Principals were present.

The program (see THE CLASSICAL WEEKLY 3:79) was of unusual interest and value, and the conference was the most successful since the Association was formed five years ago. The Proceedings will be published with those of the meetings of the Associated Academic Principals, and the Secretary will see that copies are furnished to all members of the Association, and to others upon application.

For the benefit of those not familiar with the formation of this Association of classical teachers a brief statement may be made. The Associated Academic Principals had met annually at Syracuse, dur-

ing the Christmas holidays, and for several years, also, the State Teachers' Association, which this year met in New York City. And, naturally, meetings came, in time, to be arranged for the several departments of instruction in the schools of the state. Departmental Associations were formed by the science teachers, for example, and by the classical teachers. These various Associations were formed with a common purpose. This purpose, in the case of the Classical Teachers' Association, is to develop, to a greater degree, a professional spirit of co-operation towards improved methods of teaching, and to quicken zeal for the cause of classical study. This Association has always met in Syracuse, and the date of its annual conference has always coincided, naturally, with the annual meeting of the Associated Academic Principals, a very considerable number of whom are teachers of Latin or Greek. It has, therefore, been in close touch with the annual discussions, the results of which find expression in the Academic Syllabus.

The Syllabus was discussed at the meetings of the Principals on December 28. At the morning session of the classical teachers the Latin requirements were discussed by Principal H. L. Russell, of Owego, Professor Herbert J. Smith, of the Oswego Normal School, Professor John Greene, of Colgate University, and Professor Harry Thurston Peck, of Columbia University. Professor Peck presented a resolution that the amount of prescribed reading of Latin authors, as specified for college entrance, should be diminished in the interest of more intensive study, that greater power in using the language should be developed, and that college entrance examinations should be a test of power. On motion of Professor Herbert M. Burchard, of Syracuse University, the resolution was amended to include Greek, and was then passed. Also, among the business matters at the morning session, a communication was submitted from Professor Charles Knapp, of Barnard College, in regard to coöperation with the Classical Association of the Atlantic States, and support of THE CLASSICAL WEEKLY. Professor Knapp's letter was referred to the executive committee, and was cordially accepted. Some twenty-five additional members joined the C. A. A. S.

Greetings were received and read from the Academic Principals. It was voted unanimously, after a brief discussion, to affiliate with their body. In this connection it may be added that no communication was at any time received officially from the State Teachers' Association, nor was there any intimation of a separate meeting of classical teachers in New York City (on the same date) under their auspices until about one month prior to this conference, when the program had already been arranged. In fact, the information came first from one who had been asked to take a part in the New York meeting. Furthermore, at the conference held in Syracuse a year ago no mention was made of changing the place of meeting, nor was the matter of definite affiliation with any educational body discussed and passed upon until at the recent conference, when, as stated above, it was unanimously voted to affiliate with the Academic Principals.

At the conclusion of Professor Peck's address, which was thoroughly enjoyed by all, and was indeed a most exceptional treat, a vote of thanks was given to him.

The following officers were chosen for 1910: President, Professor John Greene, Colgate Univer-